

# NARRATIVE WRITING IN MATHEMATICS RUBRIC

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>NARRATIVE WRITING</b>	<b>T4 Descriptive Details and Narrative Techniques</b>	→Inconsistent use of words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and/ or events. →Inconsistent use of narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/ or characters	→Limited use of words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and/ or events. →Limited use of narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/ or characters.	→Uses narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/ or characters.	-->Uses precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and/ or events. →Uses several narrative techniques, such as dialogue, pacing, and description to develop experiences, events and/ or characters.
	<b>T5 Academic Vocabulary</b>	→Uses little or no academic vocabulary (Tier 2 ELA and/or 3 SS, S) to develop a topic.	→Uses some academic vocabulary (Tier 2 ELA and/or 3 SS, S) to develop a topic.	→Uses academic (Tier 2 ELA and/or 3 SS, S) to develop a topic.	→Uses a variety of academic vocabulary (Tier 2 ELA and/or 3 SS, S) to fully develop a topic.
	<b>T6 Demonstration of Content Knowledge</b>	→Demonstrates little knowledge of the content being assessed through use of explanations and connections. →Contains several pieces of irrelevant	→Demonstrates some knowledge of the content being assessed through use of explanations and connections. →Contains one or two pieces of irrelevant/ inaccurate information.	→Demonstrates knowledge of the content being assessed through use of explanations and connections. →Information is relevant and accurate.	→Demonstrates a superior knowledge of the content being assessed through use of explanations and connections throughout the essay. →All information is relevant and accurate.
<b>MATHEMATICS</b>	<b>Attend to precision</b>	Below 50% accuracy	50 – 64% accuracy Students cannot correctly identify and label appropriate units of measure	65-90% accuracy Most representations and labels are correct Units are defined but may not be consistently labeled	Correct answer is achieved and correctly labeled with appropriate units 91-100% Appropriate and accurate mathematical representations are constructed and refined to solve problems and portray solutions Formal math language is used throughout the solution to share and clarify ideas
	<b>Make sense of problems and persevere in solving them</b>	Unable to find an entry point into problem Cannot describe process needed to solve the problem Cannot interpret or explain what solution means (if they arrived at one) Little or no work shown	Plan is developed but may be incorrect or not completely executed Student has difficulty explaining required steps to solve the problem. Arrive at an answer that may be incorrect but procedure is 60-65% correct	Students can identify an entry point into problem Can describe steps to solve problem Most planning is present and accurate The problem is solved with mostly correct procedures and reasoning	Students will be able to identify an entry point into problem. Evidence of solidifying prior knowledge and applying it to a problem solving situation is present. Planning or monitoring of a strategy is present with multiple approaches. A correct explanation of solution and what it means is present

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